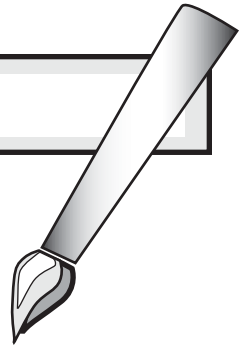


# CONSENSOGRAM

“At the heart of the inquiry process is the use of data.”

Love, 2002



## OVERVIEW

A Consensogram is a simple, quick, kinesthetic, and engaging approach that generates large quantities of data about student opinions and attitudes about an issue. During a Consensogram people make decisions, move about, interact, and think and talk about data. The information generated by participants is essentially a whole group assessment. The process ensures that data provides the basis for thoughtful discussion about the central issues surrounding a topic. If the same Consensogram is re-administered at a later date, any differences between the initial and final results are indicators of how attitudes, beliefs, and knowledge have changed as a result of a set of intervening learning experiences.

## IMPLEMENTING THIS ACTIVITY

### Stage One: Gathering the Data

- Distribute the questionnaire and sticky notes.
- Review the instructions carefully. Check for understanding before beginning.
- Avoid revealing how you will approach this data during stages 2 and 3.

### Stage Two: Analyzing the Data

- Ask students to examine the data before the analysis begins.
- Ask them for ideas about the meaning of the data. Remember, this information represents the combined beliefs and attitudes of the group.
- Before reviewing the three discussion questions, state that the rules of the Consensogram require that possible explanations or conclusions not be offered at this stage. The only permissible responses are those that explain “what” the data says rather than possible reasons for these results. Successful completion of the process requires that you carefully adhere to this rule.
- Be sure that students connect their remarks with specific chunks of data on the Consensogram chart.
- Record student responses on chart paper.

### Stage Three: Generating Ideas

- Students offer possible explanations for the group’s data.
- Again, be sure that students connect their remarks with specific pieces of data on the charts.
- Record responses on chart paper.

**Stage Four:** Complete some type of summary activity. If students maintain a notebook, this is an ideal opportunity for a written reflection.

## ASSESSING THIS ACTIVITY

1. Develop a scoring rubric for group participation and assign a single grade for the entire class.
2. Evaluate student’s written reflection.
3. Compare pre/post results and assign a group grade based on the changes in the data.

## **C**ONTENT AREA APPLICATIONS

- **Social Studies:** Domestic challenges facing the United States.
- **Biology:** Societal implications of the human genome project.
- **English/Language Arts:** Major character and themes in a Shakespearean play.
- **History:** The United State's role as the global peacekeeper.

## **M**ANAGING THIS ACTIVITY

1. Select items for the questionnaire that focus on the key ideas or critical issues that you want students to consider.
2. Specific supporting information can be found in the attached Consensogram materials files.
3. Prepare a handout of the two transparencies for each participant.
4. Obtain five different color sticky notes that correspond to the colors in the banners.
5. Banners require a color printer and 11"x17" sheets of paper.
6. For the Consensogram chart, you may have to take this file to a professional printer. They can provide large printing and lamination services.

## **R**EFERENCE

- Love, N. (2002). *Using Data/Getting Results*. Norwood, MA: Christopher-Gordon Publishers.

# CONSENSOGRAM DIRECTIONS

## PART ONE: Gathering the Data

- Review the Survey items carefully.
- Decide on your responses.
- Use one color-coded post-it for each response to the Survey.
- Place your post-its in the selected rating column for each response to the survey.

## PART TWO: Analyzing the Data

- What important points stand out?
- What patterns or trends emerged in the data?
- What information is surprising or unexpected?

## PART THREE: Generating Ideas

- What possible inferences, explanations, and conclusions can be drawn?
- How does this data compare with information in current literature?
- How can this data inform this workshop?

CONSENSOGRAM QUESTIONNAIRE

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|  | ① ② ③ ④ ⑤ |
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